

GCSE

RELIGIOUS STUDIES A

Unit 5 - 405005 St Mark's Gospel
Mark scheme

4050
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Methods of Marking

It is essential that, in fairness to students, all examiners use the same methods of marking. The advice given here may seem very obvious, but it is important that all examiners follow it as exactly as possible.

1. If you have any doubts about the mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking. It is extremely important that it is strictly adhered to.
3. Remember, you must **always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material that is irrelevant to the question or to the stated target, however impressive that material might be.
5. If a one-word answer is required and a list is given, take the first answer (unless this has been crossed out).
6. If you are wavering as to whether or not to award a mark, the criterion should be, 'Is the student nearer those who have given a correct answer or those who have little idea?'
7. Read the information on the following page about using Levels of Response mark schemes.
8. Be prepared to award the full range of marks. Do not hesitate to give full marks when the answer merits full marks or to give no marks where there is nothing creditable in an answer.
9. No half marks or bonus marks are to be used under any circumstances.
10. Remember, the key to good and fair marking is **consistency**. Do **not** change the standard of your marking once you have started.

Marking using CMI+

All new GCSE Religious Studies papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper scripts being sent to examiners, students' responses are scanned and sent electronically to examiners. The software is easy to use, but it demands a different approach from examiners than traditional paper marking.

1. Instead of marking script-by-script you will mark item-by-item. An item is a part-question. Each time you log on to mark you will need to choose an item to mark.
2. Before you start marking your own allocation you will need to mark some pre-marked items known as seeds. These items are not intended to trick you; their function to ensure that you are still applying the standard set at the standardising meeting. If you have drifted away from the standard you will need to speak to your Team Leader before you can continue marking.
3. It is possible to annotate the scripts in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will instruct you on which types of annotation to use. Examiners must not add extra annotation as this can be confusing for teachers and students if they request Access to Scripts.
4. As you mark each response, enter the numerical mark you are going to award for in the box at the bottom of the screen. If you realise you have made a mistake you will be able to go back one script to change the mark you have entered.

5. In Part B, responses to all parts of B5 or B6 will appear as one item. Thumbnails to the right of the screen will allow you to scroll through the response quickly. Read the whole response, then use the comments tool to indicate a level and a mark for each part, and enter the total mark out of 24 in the box at the bottom of the screen.
6. Your marking will be monitored throughout the marking period. This is to ensure that you continue to mark to the same standard regardless of factors such as how many clips you have marked and what time of day you are marking at. Rather than sampling your marking once and adjusting your marks after the marking period, this approach allows senior examiners to ensure that your marking remains at the right standard throughout. This means that your Team Leader can bring you back to the right standard should you start to drift away slightly.
7. If your marking of a particular question is found to be out of line you will be temporarily stopped from marking that question. Almost all examiners, including Team Leaders, are stopped at some point during the marking period. If it happens to you, contact your Team Leader as soon as possible to discuss why you have been stopped.

Levels of Response Marking

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, levels of response marking has been devised for many questions.

Levels of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

The **assessed level** of response to each part of each question must be indicated in the left-hand margin (L1, L2, etc.), leaving the right-hand margin for the numerical award.

If a student demonstrates knowledge, understanding and / or evaluation at a certain level, he / she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Levels are tied to specific skills. Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Levels of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully, responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. This should only be necessary occasionally and where this occurs examiners must indicate, by a brief written explanation, why their assessment does not conform to the levels of response laid down in the mark scheme. Such scripts should be referred to the Principal Examiner.

Assessment of Quality of Written Communication

Quality of written communication will be assessed in all components and in relation to all assessment objectives. Where students are required to produce extended written material in English, they will be assessed on the quality of written communication. The quality of written communication skills of the student will be one of the factors influencing the actual mark awarded within the level of response. In reading an extended response, the examiner will therefore consider if it is cogently and coherently written, i.e. decide whether the answer:

- presents relevant information in a form that suits its purposes;
- is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear;
- is suitably structured and that the style of writing is appropriate.

The assessment of the Quality of Written Communication (QWC) will continue to be included within the judgement of Levels of Response in the 6 mark evaluation questions. In line with past practice, responses will be assessed chiefly on the evaluation criteria relating to content, using the guidance comments to assist the application of those criteria. (These have now been inserted into the mark schemes for the convenience of examiners.) However the specific QWC criteria may be used in borderline cases e.g. between Levels 1 and 2, 3 and 4, or 5 and 6. So for example coherence may well be a deciding factor in a borderline Level 5/6 response.

Assessment of Spelling Punctuation and Grammar

Examiners need to award up to an additional 4 marks for Spelling, Punctuation and Grammar (SPaG), based on the performance criteria set out below. This assessment will be made from work presented in answer to the whole of Question B5 or B6 only. Examiners should make a judgment based on the overall standard of this question, bearing in mind that the last part of this question may contain more errors as students rush to finish the paper. If the rest of the question is of a high standard, they should not be penalised. However, answers that contain only a few lines on each part or use bullet points or notes throughout may not meet the threshold level.

Spelling, punctuation and grammar will be assessed in Questions B5 and B6. 4 marks will be allocated for Spelling, Punctuation and Grammar in each of these questions. The performance descriptions are provided below.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

Students will be given credit for reference to diversity in belief and practice within Christianity.

PART A

A1 Background to Mark’s Gospel

(a) Explain briefly why some people think that Mark’s Gospel was written in Rome.

Target: Knowledge and understanding of why Mark’s Gospel could have been written in Rome

The early Christians in Rome were being persecuted and Mark’s Gospel would have encouraged them / Rome had become a centre of Christianity / Jerusalem had been destroyed by the Romans so the centre of Christianity could have become Rome / Christianity attracted the slaves and underclasses and they were in Rome in great numbers / ancient Church tradition / connection with Peter, who died in Rome / Latin terms like praetorium are not explained when Aramaic terms are / suitability to needs of persecuted Christians in Rome / mention of Rufus cf. Romans 16:3 etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

(b) Explain why Mark’s Gospel was ‘good news’ for first century Christians.

Target: Knowledge and understanding of why Mark’s Gospel was good news for first century Christians

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

Mark 1¹ states that it is the beginning of the Good News / Jesus is the Messiah / the Messianic Secret is revealed to the readers / Jesus is described as the Son of God / he could save people e.g. the calming of the storm / Jesus could cure sickness e.g. Jairus’ daughter, etc. / raise from the dead / he met their physical as well as spiritual needs / gave hope in the face of persecution / promise of the kingdom of heaven to those who believe etc.

Students should be credited for any relevant passages from Mark’s Gospel.

[3 marks] AO1

(c) 'Mark's Gospel is not relevant for Christians today.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the importance of Mark's Gospel to believers today

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Mark's Gospel is nearly 2000 years old / it is set in a different social context / the agricultural stories do not have any meaning for modern society / people are much more sceptical today about miracles / healings do not happen like they did in the Gospel / Jesus is not here today to explain everything like he did to the disciples / Christians in the UK are not persecuted / some find it hard to admit faith and so ignore Mark's Gospel / the problems that the world faces now are not covered in Mark's Gospel e.g. euthanasia, abortion / technology has changed much, etc.

Other Views

Mark's Gospel has stood the test of time / incidents like the calming of the storm help Christians with trouble today / people still believe that the teachings of Jesus matter / there is still a need to help those in need / the resurrection still gives hope to Christians / it is read regularly in churches so must still have some value / some Christians are still persecuted / the poor and oppressed are still in the world / there is significant poverty and hunger still / health is a problem for some / some believers still think miracles happen etc.

[6 marks] AO2**A2 Discipleship**

- (a) **Explain what Christians might learn about discipleship from Mark's account of the call of the first disciples.**

Target: Knowledge and understanding of what Christians can learn about discipleship from the call of the first disciples

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> • At least two relevant and accurate points • One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> • Two or more relevant and accurate points with one developed • One well developed point 	3 marks

That the call of Jesus is irresistible / you follow without question / the call is immediate and now / you will be made fishers of people / opportunity to spread the gospel teaching / you can leave the past behind / a new beginning / an opportunity to learn about Jesus' teaching etc.

[3 marks] AO1

(b) Give an account of what happened in the story of the widow at the treasury according to Mark.

Target: Knowledge of the incident of the widow in the treasury

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching. 	3 marks

Mark 12⁴¹⁻⁴⁴

GNB	NIV	RSV
As Jesus sat near the Temple treasury, he watched the people as they dropped in their money. Many rich men dropped in a lot of money; ⁴² then a poor widow came along and dropped in two little copper coins, worth about a penny. ⁴³ He called his disciples together and said to them, "I tell you that this poor widow put more in the offering box than all the others. ⁴⁴ For the others put in what they had to spare of their riches; but she, poor as she is, put in all she had—she gave all she had to live on."	Jesus sat down opposite the place where the offerings were put and watched the crowd putting their money into the temple treasury. Many rich people threw in large amounts. ⁴² But a poor widow came and put in two very small copper coins, worth only a few pence. ⁴³ Calling his disciples to him, Jesus said, 'Truly I tell you, this poor widow has put more into the treasury than all the others. ⁴⁴ They all gave out of their wealth; but she, out of her poverty, put in everything – all she had to live on.'	And he sat down opposite the treasury, and watched the multitude putting money into the treasury. Many rich people put in large sums. ⁴² And a poor widow came, and put in two copper coins, which make a penny. ⁴³ And he called his disciples to him, and said to them, "Truly, I say to you, this poor widow has put in more than all those who are contributing to the treasury. ⁴⁴ For they all contributed out of their abundance; but she out of her poverty has put in everything she had, her whole living."

[3 marks] AO1

(c) 'Christian discipleship is only about helping others.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the purposes of Christian discipleship

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

Jesus set the example of helping others / he sent the disciples on a mission which included helping others / the sick need help / charity is at the heart of Christian discipleship / Jesus fed those who were hungry (feeding of the 5000) / Jesus met other needs (Blind Bartimaeus, Jairus' daughter) / Jesus taught that personal possessions were not important / ultimately giving your life for the faith may help others.

Other Views

Discipleship is about following Jesus / going to church is part of discipleship / so is prayer / faith is essential in discipleship / giving time to learning about the gospel is as important as just helping others / living out the life of faith / going on retreats / pilgrimages are all part of discipleship / believing in God / following the teaching of Jesus, etc.

[6 marks] AO2

A3 Jesus' Relationships with Others

- (a) Explain briefly how the woman with a haemorrhage showed faith in Jesus.**

Target: Knowledge of how the woman with a haemorrhage demonstrated faith in Jesus

She was convinced that all she had to do was to touch Jesus to be healed / only had to touch his clothes / saw it as her last chance to be healed / be cleansed / she was prepared to brave the crowds despite her outcast state, etc.

1 mark for a superficial comment or a single point.
2 marks for a developed answer or more than one point.

[2 marks] AO1

(b) Explain why Jesus healed the man with leprosy.

Target: Knowledge and understanding of the healing of the man with leprosy

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks

To give him physical and spiritual well-being / because he felt sorry for him / Jesus was indignant / because the man asked him to / to demonstrate God's power / to respond to faith / to give a model of being willing to deal with the outcasts of society / to show that healing was part of his mission, etc.

If students only relate the incident, maximum Level 2.

[4 marks] AO1

(c) Blind Bartimaeus called Jesus 'Son of David.' Explain why this is important.

Target: Understanding of the phrase 'Son of David'

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks

Students may make the following points:

Bartimaeus recognised Jesus as Jewish / it was a Messianic title / it was a title which indicated a belief that Jesus had power / it would have been dangerous to call Jesus Son of David / Bartimaeus may not have known other titles such as Son of Man / Bartimaeus was prepared to risk arrest etc.

[3 marks] AO1

- (d) 'Jesus insulted the Greek (Syro-Phoenician) woman when he talked about not throwing bread to the dogs.'

What do you think? Explain your opinion.

Target: To evaluate the statement that Jesus made to the Greek woman

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may make the following points:

The woman may have thought that he was calling her 'a dog' / it was an unpleasant thing to refer to the Gentiles as dogs / Jesus seemed to be saying that the Jews were more important than Gentiles / she and her daughter were not worth helping / Jesus may have shared anti-Gentile prejudices until this woman made him think, etc.

This was just banter / Jesus wasn't calling anyone a dog / it was an image / he cured the woman's daughter in the end / Jesus was quoting what some Jewish people might have said about Gentiles at the time, not what he personally believed / it may have been a well-known proverb / he was testing her faith / did she really believe he could heal her daughter or was she just testing him? / Jesus healed other women and Gentiles so to suggest that he was unwilling to help her contradicts the rest of Mark's Gospel, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

A4 Jesus' Suffering, Death and Resurrection

- (a) 'Mark's account of the crucifixion and burial of Jesus does not give Christians much hope.'

What do you think? Explain your opinion.

Target: To evaluate whether there is any hope in the narrative of the crucifixion and burial of Jesus

Levels	Criteria	Marks
0	Unsupported opinion or no relevant evaluation.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons with slight development of one.	3 marks

Students may make the following points:

The crucifixion seems to be the end of everything / Jesus dies / there was darkness / Jesus said 'Eloi Eloi lama sabachthani' (my God, my God, why have you forsaken me?) / Jesus cried out / the disciples thought that the burial was the end of everything they had worked for / they went into hiding etc.

There may be some hope in the events of the veil in the Temple being torn in two / God reconciled with humanity / the statement of the centurion / 'Truly this man was the Son of God' / a Gentile recognising who Jesus was / Jesus may have had Psalm 22 in his head which ends with a message of hope and confidence in God / the account shows that it is acceptable for Christians to shout at God in bereavement for example, etc.

Two sided answers are creditable, but not required.

[3 marks] AO2

(b) Give an account of what the women saw and heard when they arrived at the tomb of Jesus early on the Sunday morning.

Target: Knowledge of the text of the visit of the women to the tomb on the Sunday morning

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> a basic account with some omissions or confusion several recognisable / accurate details from the story / teaching. 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> an account covering a limited number of details across the whole range of the story / teaching an account covering most of the main details across a limited range of the story / teaching. 	4 marks

Mark 16 ⁴⁻⁷

GNB	NIV	RSV
Then they looked up and saw that the stone had already been rolled back. ⁵ So they entered the tomb, where they saw a young man sitting on the right, wearing a white robe—and they were alarmed. ⁶ “Don’t be alarmed,” he said. “I know you are looking for Jesus of Nazareth, who was crucified. He is not here—he has been raised! Look, here is the place where he was placed. ⁷ Now go and give this message to his disciples, including Peter: ‘He is going to Galilee ahead of you; there you will see him, just as he told you.’”	⁴ But when they looked up, they saw that the stone, which was very large, had been rolled away. ⁵ As they entered the tomb, they saw a young man dressed in a white robe sitting on the right side, and they were alarmed. ⁶ “Don’t be alarmed,” he said. “You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here. See the place where they laid him. ⁷ But go, tell his disciples and Peter, ‘He is going ahead of you into Galilee. There you will see him, just as he told you.’”	⁴ And looking up, they saw that the stone was rolled back—it was very large. ⁵ And entering the tomb, they saw a young man sitting on the right side, dressed in a white robe; and they were amazed. ⁶ And he said to them, “Do not be amazed; you seek Jesus of Nazareth, who was crucified. He has risen, he is not here; see the place where they laid him. ⁷ But go, tell his disciples and Peter that he is going before you to Galilee; there you will see him, as he told you.”

[4 marks] AO1

- (c) “They said nothing to anyone because they were afraid.” (Mark 16 verse 8).
 ‘It is unlikely that these words are the original ending of Mark’s Gospel.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate the significance of Mark 16⁸ and whether it was the original end of the Gospel

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.		2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

There may have been more because Mark 16⁸ seems very abrupt / the fear of the women seems a low point to end on / this not a way to end 'good news' / it says that the women said nothing but the resurrection story is in other Gospels / the Greek is poor, 'gar' is not a good way to end a sentence / the manuscript may have been damaged / Mark may have died before completing his work / there are no resurrection appearances if Mark ends at 16⁸ yet the young man tells the women that he will meet the disciples in Galilee etc.

Other Views

There was no need for more as Mark had mentioned the resurrection / he had written enough / the women could have told their story later / the amazement of the women is enough / the belief in the resurrection was enough; Mark did not need to include more detail / it is not surprising that the women were afraid / it is not necessarily a bad ending / ending on a note of mystery is very appropriate etc.

[6 marks] AO2

PART B**B5 The Person of Jesus****(a) Give an account of the feeding of the 5000 as written in Mark's Gospel.****Target: Knowledge of the text of the feeding of the 5000**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching. 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> • an account covering a limited number of details across the whole range of the story / teaching • an account covering most of the main details across a limited range of the story / teaching. 	4 marks
Level 5	A detailed answer with some development and / or analysis	A detailed answer with accurate recall but some minor omissions or inaccuracies / a reasonable account covering most of the main details across the whole range of the story / teaching. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	A full and coherent answer showing accurate recall throughout. A competent though not necessarily perfect account. The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured and although not necessarily word perfect would reflect the text accurately and include full detail from across the whole range of the story / teaching. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

Mark 6³⁴⁻⁴⁴		
GNB	NIV	RSV
<p>When Jesus got out of the boat, he saw this large crowd, and his heart was filled with pity for them, because they were like sheep without a shepherd. So he began to teach them many things.³⁵ When it was getting late, his disciples came to him and said, "It is already very late, and this is a lonely place."³⁶ Send the people away, and let them go to the nearby farms and villages in order to buy themselves something to eat."³⁷ "You yourselves give them something to eat," Jesus answered. They asked, "Do you want us to go and spend two hundred silver coins on bread in order to feed them?"³⁸ So Jesus asked them, "How much bread have you got? Go and see." When they found out, they told him, "Five loaves and also two fish."³⁹ Jesus then told his disciples to make all the people divide into groups and sit down on the green grass.⁴⁰ So the people sat down in rows, in groups of a hundred and groups of fifty.⁴¹ Then Jesus took the five loaves and the two fish, looked up to heaven, and gave thanks to God. He broke the loaves and gave them to his disciples to distribute to the people. He also divided the two fish among them all.⁴² Everyone ate and had enough.⁴³ Then the disciples took up twelve baskets full of what was left of the bread and the fish.⁴⁴ The number of men who were fed was five thousand.</p>	<p>When Jesus landed and saw a large crowd, he had compassion on them, because they were like sheep without a shepherd. So he began teaching them many things.³⁵ By this time it was late in the day, so his disciples came to him. "This is a remote place," they said, "and it's already very late."³⁶ Send the people away so that they can go to the surrounding countryside and villages and buy themselves something to eat."³⁷ But he answered, "You give them something to eat." They said to him, "That would take more than half a year's wages! Are we to go and spend that much on bread and give it to them to eat?"³⁸ "How many loaves do you have?" he asked. "Go and see." When they found out, they said, "Five—and two fish."³⁹ Then Jesus directed them to have all the people sit down in groups on the green grass.⁴⁰ So they sat down in groups of hundreds and fifties.⁴¹ Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke the loaves. Then he gave them to his disciples to distribute to the people. He also divided the two fish among them all.⁴² They all ate and were satisfied,⁴³ and the disciples picked up twelve basketfuls of broken pieces of bread and fish.⁴⁴ The number of the men who had eaten was five thousand.</p>	<p>As he went ashore he saw a great throng, and he had compassion on them, because they were like sheep without a shepherd; and he began to teach them many things.³⁵ And when it grew late, his disciples came to him and said, "This is a lonely place, and the hour is now late;"³⁶ send them away, to go into the country and villages round about and buy themselves something to eat."³⁷ But he answered them, "You give them something to eat." And they said to him, "Shall we go and buy two hundred denarii worth of bread, and give it to them to eat?"³⁸ And he said to them, "How many loaves have you? Go and see." And when they had found out, they said, "Five, and two fish."³⁹ Then he commanded them all to sit down by companies upon the green grass.⁴⁰ So they sat down in groups, by hundreds and by fifties.⁴¹ And taking the five loaves and the two fish he looked up to heaven, and blessed, and broke the loaves, and gave them to the disciples to set before the people; and he divided the two fish among them all.⁴² And they all ate and were satisfied.⁴³ And they took up twelve baskets full of broken pieces and of the fish.⁴⁴ And those who ate the loaves were five thousand men.</p>

[6 marks] AO1

(b) ‘The miracle stories prove that Jesus was the Son of God.’

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark’s Gospel in your answer.

Target: To evaluate whether the miracles stories prove that Jesus was the Son of God

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student’s presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. ‘Informed insights’ implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are ‘well-argued’ and ‘apply...effectively’. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

The miracles demonstrate the power of God / the calming of the storm shows that Jesus had God's power over nature / the feeding of the 5000 shows that Jesus was Son of God because he could multiply the loaves and fishes / God's son feeds the hungry / his healing miracles show that as God's Son he could cure physical illnesses / Bartimaeus refers to him as Son of David which is a synonym for Messiah / the resurrection is the ultimate proof that Jesus is Son of God etc.

Credit appropriate references to Mark's Gospel e.g. Legion if mentioned.

Other Views

They are not proof except to those who believe them / Jesus refused to give proofs when asked to do so / they may have been exaggerated / they defy natural law, so they cannot have happened / if saints can perform miracles, miracles do not prove one is Son of God / it is not only in the miracles that Jesus is depicted as Son of God / in Mark 1¹ the statement is made by the Gospel writer / voice at the baptism / the voice at the transfiguration / Peter's declaration at Caesarea Philippi / the questioning in the trial of Jesus and the responses he made / the statement of the Roman Centurion at the crucifixion etc.

[6 marks] AO2

(c) Explain what Mark's account of the healing of the paralysed man shows about Jesus.

Target: Knowledge and understanding of what the account of the healing of the paralysed man shows about Jesus

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Jesus is able to cure illness / that he was a person that others had faith in / that he was compassionate / met need when he saw it / had the power to forgive sins / was able to discern others' thoughts in challenging the scribes / willing to risk using what appeared to be blasphemous language to get his point over / able to demonstrate God's power / someone who left the crowds wondering who he was etc.

If the student retells the story, maximum Level 3.

[6 marks] AO1

(d) 'Jesus called himself the Son of Man just to keep himself out of trouble.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark's Gospel in your answer.

Target: To evaluate the aptness of the title of Jesus, 'Son of Man'

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

To use a messianic title would be dangerous / his mission could end too quickly if he used Messiah / Jesus wanted to keep the Messianic Secret / to use Son of David, Son of God or Christ (Messiah) could have been blasphemous and would have got him into trouble with the Jewish authorities / he avoided being arrested / the mission would not end too soon etc.

Other Views

Jesus rejected the traditional views of Messiah / he was not a warrior / he did not see his mission as overthrowing the Romans / Jesus could have had more courage and used a clear messianic title / he knew that he was the Messiah / he should have used the titles associated with this / there is no evidence that the disciples referred to him as Son of Man / Blind Bartimaeus called him Son of David and it was the crowd that told him to stop, not Jesus / in the trial Jesus agreed with Caiaphas when he said that Jesus was Son of God / even so Son of Man had messianic overtones (Enoch, Daniel) / Jesus used Son of Man to emphasise that he had come a suffering servant (Isaiah 53) / his humility is emphasised / he is human just like others etc.

[6 marks] AO2**B5 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>

B6 Jesus' Ministry

- (a) Explain the importance of the conversation at Caesarea Philippi for Jesus and for his disciples.

Target: Knowledge and understanding of the importance of the conversation at Caesarea Philippi for Jesus and for his disciples

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One relevant and accurate point.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	<ul style="list-style-type: none"> At least two relevant and accurate points One point with development. 	2 marks
Level 3	Sound knowledge and understanding.	<ul style="list-style-type: none"> Two or more relevant and accurate points with one developed One well developed point 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	<ul style="list-style-type: none"> Two or more relevant and accurate points with development of at least two A single point that is exceptionally well-developed may reach this level. 	4 marks
Level 5	A detailed answer with some development and / or analysis	<ul style="list-style-type: none"> Two or three relevant and accurate points with detailed development of at least two. 	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	<p>The main difference between Level 5 and Level 6 is coherence.</p> <p>Level 6 answers will be well-structured with good development.</p> <p>Quality – v – quantity: Level 6 responses do not have to be very long. A concise, well-argued response could be awarded Level 6.</p>	6 marks

Gave Jesus an opportunity to ask the disciples what people were saying about him / Jesus was able to begin to question what the disciples understood about him / he was also able to begin to prepare them for his arrest and death / Peter, having recognised Jesus as the Christ (Messiah), then needed to be rebuked by Jesus and Jesus had to react very sharply to ensure that Peter fully understood what Jesus was about / it showed that temptation had not gone away / Jesus was able to teach about self-sacrifice / this was the first recognition of who Jesus was by any of the disciples / may have freed Jesus to be more open with them in the rest of his ministry etc.

If the student just relates the story, maximum Level 3.

[6 marks] AO1

(b) 'In his Gospel, Mark suggests that Jesus was always certain about what God wanted him to do.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view.

Target: To evaluate whether Jesus was always certain about what God wanted him to do

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:

Agree

At the baptism Jesus heard the voice calling him 'my Son' and this would have convinced him / he embarked on his ministry after the time in the desert clear about his message / he taught with the authority of one who knows what he is about / he was not afraid to confront the authorities / he demonstrated God's power as part of the ministry as a sign that he knew what was needed / the triumphal entry showed that he knew he needed to be in Jerusalem / he had predicted what would happen to him / he did not run away on the Thursday as he could have done / nor did he defend himself at the trial / Jesus was the Son of God so would have known etc.

Other Views

Jesus could have had doubts: that's why he went into the wilderness after the baptism / in the prayers in the Garden of Gethsemane he asks God to take away the cup of suffering / he needed to go away alone from time to time away from the crowds to refresh himself and to be sure / he needed to pray to be sure of God's purposes / Jesus' cry of despair from the cross / Jesus' rebuke of Peter at Caesarea Philippi suggests that Jesus was struggling inwardly / he seems to have changed his view of his mission after the Greek (Syrophoenician) woman challenged him etc.

[6 marks] AO2

(c) Give an account of the Transfiguration as written in Mark's Gospel.**Target: Knowledge of the text of the Transfiguration**

Levels	Criteria	Comments	Marks
0	Nothing relevant or worthy of credit.		0 marks
Level 1	Something relevant or worthy of credit.	One recognisable / accurate detail from the story / teaching.	1 mark
Level 2	Elementary knowledge and understanding, e.g. two simple points.	Two recognisable / accurate details from the story / teaching.	2 marks
Level 3	Sound knowledge and understanding.	This could be: <ul style="list-style-type: none"> • a basic account with some omissions or confusion • several recognisable / accurate details from the story / teaching. 	3 marks
Level 4	A clear knowledge and understanding with some development and / or analysis	Clear knowledge and good recall of elements of the narrative. This could be <ul style="list-style-type: none"> • an account covering a limited number of details across the whole range of the story / teaching • an account covering most of the main details across a limited range of the story / teaching. 	4 marks
Level 5	A detailed answer with some development and / or analysis	A detailed answer with accurate recall but some minor omissions or inaccuracies / a reasonable account covering most of the main details across the whole range of the story / teaching. A lack of structure / coherence in an otherwise good response could prevent Level 6 being awarded.	5 marks
Level 6	A full and coherent answer showing good development and / or analysis.	A full and coherent answer showing accurate recall throughout. A competent though not necessarily perfect account. The main difference between Level 5 and Level 6 is coherence. Level 6 answers will be well-structured and although not necessarily word perfect would reflect the text accurately and include full detail from across the whole range of the story / teaching. Quality – v – quantity: Level 6 responses do not have to be very long. A concise, coherent response could be awarded Level 6.	6 marks

Mark 9²⁻⁸		
GNB	NIV	RSV
<p>Six days later Jesus took with him Peter, James, and John, and led them up a high mountain, where they were alone. As they looked on, a change came over Jesus,³ and his clothes became shining white—whiter than anyone in the world could wash them.⁴ Then the three disciples saw Elijah and Moses talking with Jesus.⁵ Peter spoke up and said to Jesus, “Teacher, how good it is that we are here! We will make three tents, one for you, one for Moses, and one for Elijah.”⁶ He and the others were so frightened that he did not know what to say.⁷ Then a cloud appeared and covered them with its shadow, and a voice came from the cloud, “This is my own dear Son—listen to him!”⁸ They took a quick look around but did not see anyone else; only Jesus was with them.</p>	<p>After six days Jesus took Peter, James and John with him and led them up a high mountain, where they were all alone. There he was transfigured before them.³ His clothes became dazzling white, whiter than anyone in the world could bleach them.⁴ And there appeared before them Elijah and Moses, who were talking with Jesus.⁵ Peter said to Jesus, “Rabbi, it is good for us to be here. Let us put up three shelters—one for you, one for Moses and one for Elijah.”⁶ (He did not know what to say, they were so frightened.)⁷ Then a cloud appeared and covered them, and a voice came from the cloud: “This is my Son, whom I love. Listen to him!”⁸ Suddenly, when they looked around, they no longer saw anyone with them except Jesus.</p>	<p>And after six days Jesus took with him Peter and James and John, and led them up a high mountain apart by themselves; and he was transfigured before them,³ and his garments became glistening, intensely white, as no fuller on earth could bleach them.⁴ And there appeared to them Eli’jah with Moses; and they were talking to Jesus.⁵ And Peter said to Jesus, “Master, it is well that we are here; let us make three booths, one for you and one for Moses and one for Eli’jah.”⁶ For he did not know what to say, for they were exceedingly afraid.⁷ And a cloud overshadowed them, and a voice came out of the cloud, “This is my beloved Son; listen to him.”⁸ And suddenly looking around they no longer saw any one with them but Jesus only.</p>

[6 marks] AO1

(d) 'Peter did not understand the ministry of Jesus.'

Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to Mark's Gospel in your answer.

Target: To evaluate whether Peter understood Jesus' ministry

Levels	Criteria	Quality of Written Communication & Guidance	Marks
0	Unsupported opinion or no relevant evaluation.	The student's presentation, spelling, punctuation and grammar seriously obstruct understanding.	0 marks
Level 1	Opinion supported by simple reason.	The student presents some relevant information in a simple form. The text produced is usually legible.	1 mark
Level 2	Opinion supported by one developed reason or two simple reasons.	Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.	2 marks
Level 3	Opinion supported by one well developed reason or several simple reasons, with slight development of one. N.B. Students who make no religious comment should not achieve more than Level 3.	Levels 3 and 4 QWC The student presents relevant information in a way which assists with the communication of meaning. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3 marks
Level 4	Opinion supported by two developed reasons with reference to religion.	Level 4 Guidance A Level 4 response could be one-sided. One well-developed reason and one with slight development would reach this level. There must be reference to religion, but this could be brief / general. Reference to religion does not necessarily mean a response is Level 4.	4 marks
Level 5	Evidence of reasoned consideration of two different points of view, showing informed insights and knowledge and understanding of religion.	Levels 5 and 6 QWC The student presents relevant information coherently, employing structure and style to render meaning clear. The text produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear. Level 5 Guidance Two different points of view must be considered, but the consideration does not need to be balanced, i.e. one view could be much briefer than the other. 'Informed insights' implies that reference to religion must be more than a generalised statement. However, it does not need to be on both sides of the argument.	5 marks
Level 6	A well-argued response, with evidence of reasoned consideration of two different points of view showing informed insights and ability to apply knowledge and understanding of religion effectively.	Level 6 Guidance The keywords are 'well-argued' and 'apply...effectively'. The difference between Level 5 and Level 6 is the quality of the argument and the coherence of the response. There needs to be more than a passing reference to religion. However, the two points of view may not be completely balanced, and a non-religious counter-argument is still acceptable.	6 marks

Students may include some of the following points:**Agree**

Had Peter understood, he would not have argued with Jesus when he made the passion prediction / Peter did not understand what was happening at the transfiguration, hence the offer to build shelters / Peter fell asleep in the garden of Gethsemane just before the arrest / despite what Jesus predicted, Peter denied knowing him / Peter did not do the things that were expected of one so close / there is no evidence in Mark that he went to the tomb etc.

Other Views

Peter followed Jesus without question / he had every opportunity to understand what Jesus was about as he saw the key events: Jairus' daughter, the transfiguration / the declaration at Caesarea Philippi / more than anything, the Caesarea Philippi declaration showed that he understood what Jesus' mission was etc.

[6 marks] AO2**B6 Spelling, punctuation and grammar**

Award up to 4 marks for spelling, punctuation and grammar.

High performance	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	<i>(4 marks)</i>
Intermediate performance	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	<i>(2-3 marks)</i>
Threshold performance	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	<i>(1 mark)</i>
Below Threshold	Response does not meet the threshold performance. For example, errors in spelling, punctuation and grammar severely hinder meaning or nothing is written.	<i>(0 marks)</i>